

OVERVIEW

CAPE MAY

LOWER TWP

GRADE SPAN 05-06

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is very high when compared** to its peers. This school's college and career readiness **significantly lags in comparison** to schools across the state. Additionally, its college and career readiness **lags in comparison** to its peers. This school's student growth performance **is about average when compared** to schools across the state. Additionally, its student growth performance **is very high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	88	45	63%
College and Career Readiness	35	18	0%
Student Growth	80	56	100%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **45%** of schools statewide as noted by its statewide percentile and **88%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **63%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **18%** of schools statewide as noted by its statewide percentile and **35%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **0%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **56%** of schools statewide as noted by its statewide percentile and **80%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

DEMOGRAPHIC INFORMATION

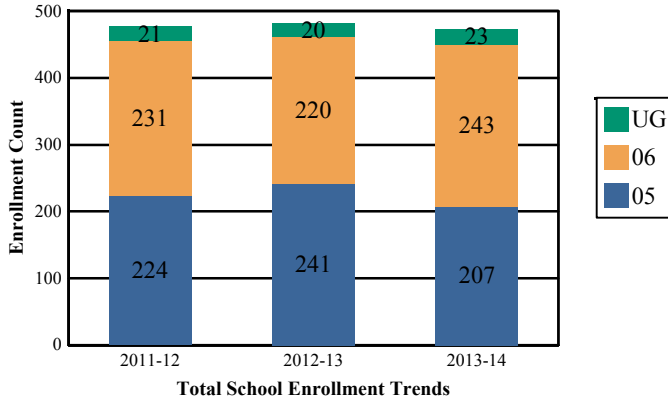
CAPE MAY

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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



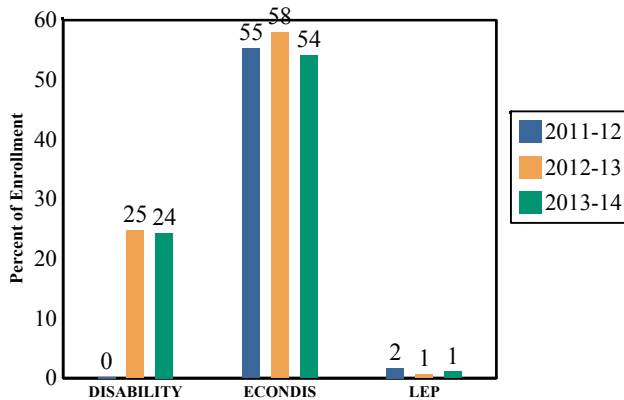
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

School Year	Count
2011-12	476
2012-13	481
2013-14	473

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	115	24%
Economically Disadvantaged Students	256	54.1%
Limited English Proficient Students	5	1.1%

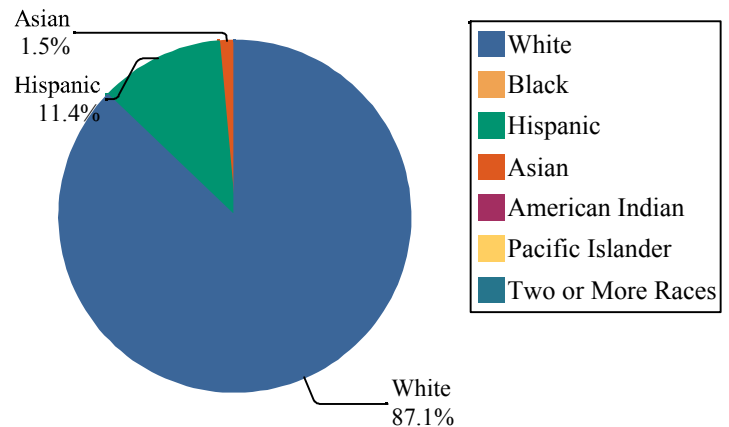
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	94.5%
Spanish	3.6%
Chinese	0.9%
Arabic	0.6%
Greek, Modern (1453-)	0.2%
Vietnamese	0.2%

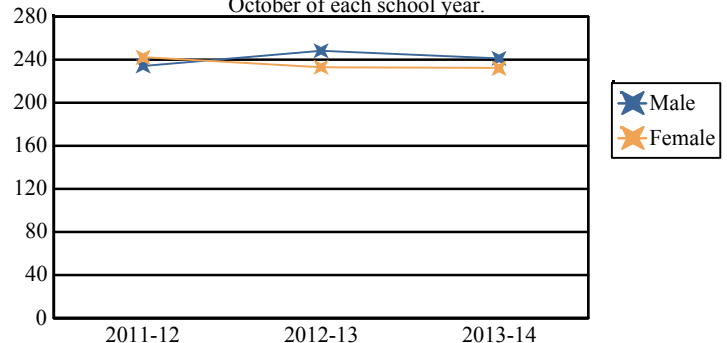
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2011-12	234	242
2012-13	248	233
2013-14	241	232

ACADEMIC ACHIEVEMENT

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	64%	81	39	25%
NJASK Math Proficiency and above	83%	94	51	100%
SUMMARY - Academic Achievement		88	45	63%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

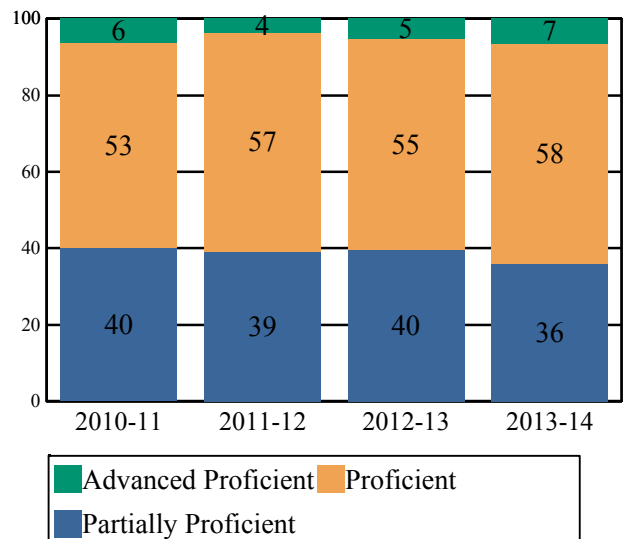
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	457	64.1	70	NO
White	401	64.8	69.8	NO
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	113	54.9	59.6	YES*
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	254	55.9	66.2	NO

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

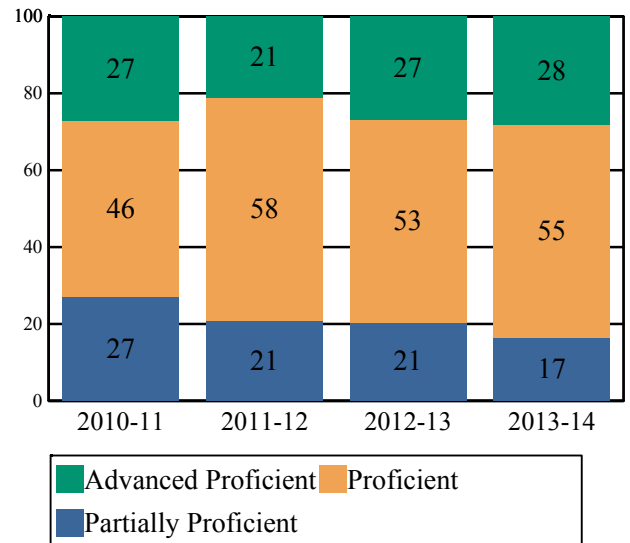
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	457	83.3	79.8	YES
White	401	84.5	81.2	YES
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	113	73.5	71.1	YES
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	254	77.2	77.6	YES*

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	56%	40%
White	4%	56%	40%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	37%	63%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	1%	49%	50%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

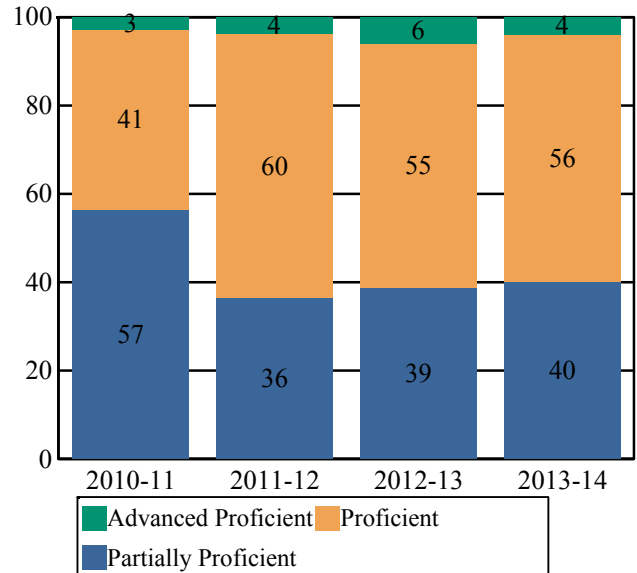
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	9%	59%	32%
White	8%	61%	31%
Black	14%	43%	43%
Hispanic	12%	47%	41%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	12%	59%	29%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	6%	55%	39%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

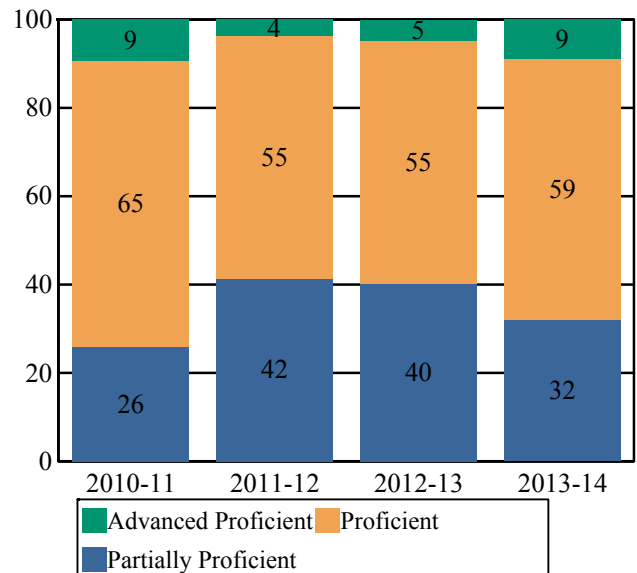
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





State of New Jersey

2013-14

09-2840-050

ACADEMIC ACHIEVEMENT

SANDMAN CONSOLIDATED SCHOOL

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GRADE SPAN 05-06

CAPE MAY, NJ 08204-4650

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

ACADEMIC ACHIEVEMENT

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NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	27%	53%	21%
White	27%	53%	20%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	19%	43%	39%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	20%	50%	30%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

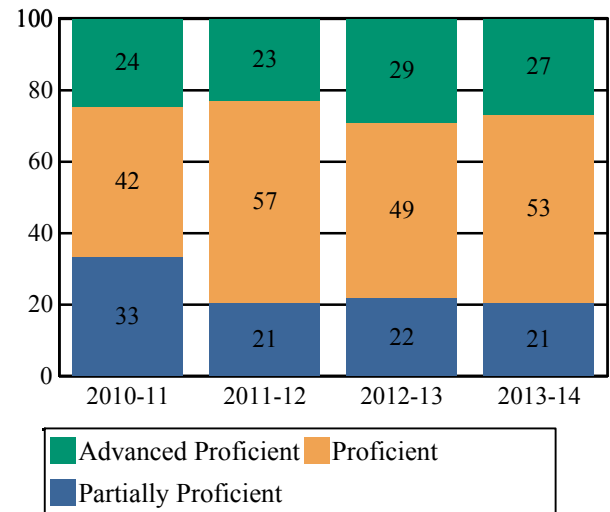
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	29%	57%	13%
White	30%	58%	12%
Black	21%	43%	36%
Hispanic	24%	59%	18%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	20%	64%	15%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	21%	62%	17%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

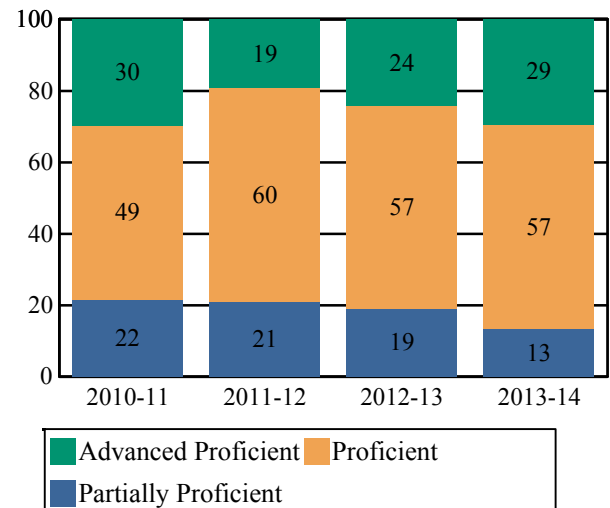
NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





State of New Jersey

2013-14

09-2840-050

ACADEMIC ACHIEVEMENT

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SANDMAN CONSOLIDATED SCHOOL

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2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

COLLEGE AND CAREER READINESS

SANDMAN CONSOLIDATED SCHOOL

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GRADE SPAN 05-06

CAPE MAY, NJ 08204-4650

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

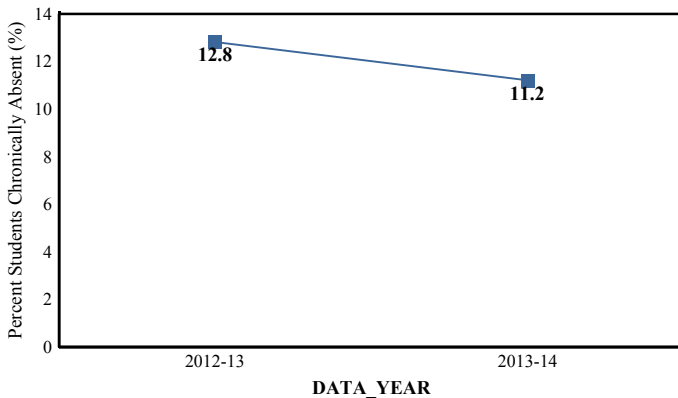
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	11%	35	18	6%	NO
Summary					0%

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

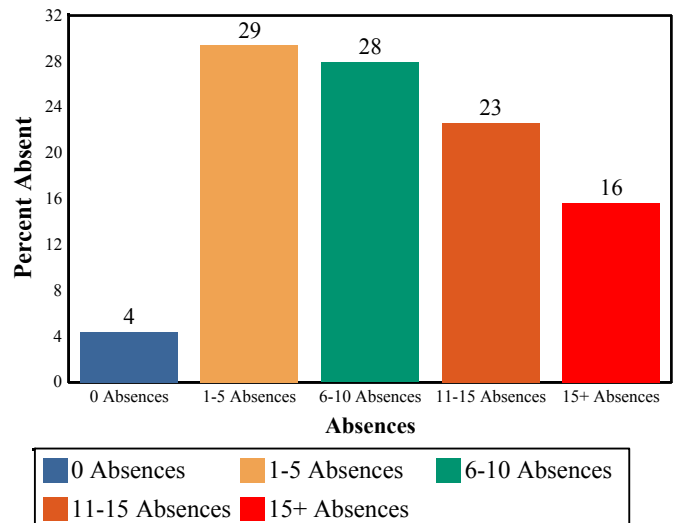
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

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GRADE SPAN 05-06

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	51	76	51	35	YES
Student Growth on Math	54	83	60	35	YES
		80	56		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	20%	12%	6%
Proficient	13%	20%	24%
Advanced Proficient	0%	1%	4%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	11%	3%	3%
Proficient	17%	23%	17%
Advanced Proficient	3%	4%	19%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

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SANDMAN CONSOLIDATED SCHOOL

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CAPE MAY, NJ 08204-4650

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	260	300
75th	221	224
50th	201	206
25th	184	186
0th	137	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	38

Grade Level - 05

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	246	262
50th	224	235
25th	203	206
0th	159	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	56

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	268	300
75th	227	230
50th	208	211
25th	194	192
0th	163	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	38

Grade Level - 06

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	251	259
50th	224	228
25th	206	201
0th	144	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	58

SCHOOL CLIMATE

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 0 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	1.9%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	6 Hrs. 0 Mins.
Shared Time	5 Hrs. 20 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	13
Administrators	473

SCHOOL PEER GROUP**SANDMAN CONSOLIDATED SCHOOL****09-2840-050**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	BUENA REGIONAL	COLLINGS LAKES ELEMENTARY SCHOOL	01-0590-045 KG-03		46.7%	4.3%	11.4%
ATLANTIC	BUENA REGIONAL	DR. J.P. CLEARY ELEMENTARY	01-0590-300 04-05		52.4%	0.4%	22.1%
ATLANTIC	GALLOWAY TWP	ARTHUR RANN ELEMENTARY SCHOOL	01-1690-015 KG-06		52.5%	5.0%	16.5%
ATLANTIC	HAMILTON TWP	GEORGE L. HESS EDUCATIONAL COMPLEX	01-1940-055 PK-05		44.5%	2.0%	14.6%
BERGEN	HACKENSACK CITY	NELLIE K. PARKER	03-1860-090 PK-04		56.2%	10.7%	15.1%
BURLINGTON	PALMYRA BORO	CHARLES STREET SCHOOL	05-3920-060 PK-06		42.8%	1.5%	13.3%
BURLINGTON	PEMBERTON TWP	ALEXANDER DENBO SCHOOL	05-4050-130 03-05		56.3%	5.9%	21.7%
BURLINGTON	PEMBERTON TWP	SAMUEL T. BUSANSKY SCHOOL	05-4050-135 03-05		54.6%	1.8%	25.8%
BURLINGTON	WASHINGTON TWP	WASHINGTON TWP. - GREEN BANK SCHOOL	05-5490-050 PK-04		31.3%	0.0%	4.4%
CAMDEN	COLLINGSWOOD BORO	THOMAS SHARP ELEMENTARY SCHOOL	07-0940-070 PK-05		49.3%	1.3%	19.0%
CAMDEN	GLOUCESTER TWP	ERIAL ELEMENTARY SCHOOL	07-1780-050 PK-05		41.8%	0.0%	14.3%
CAMDEN	GLOUCESTER TWP	JAMES W. LILLEY JR. ELEMENTARY SCHOOL	07-1780-085 KG-05		42.7%	0.2%	15.4%
CAMDEN	PINE HILL BORO	JOHN H. GLENN SCHOOL	07-4110-070 PK-05		47.0%	0.9%	15.8%
CAPE MAY	CAPE MAY CITY	CAPE MAY CITY ELEMENTARY SCHOOL	09-0710-050 PK-06		45.3%	0.6%	16.3%
CAPE MAY	LOWER TWP	SANDMAN CONSOLIDATED SCHOOL	09-2840-050 05-06		54.1%	1.1%	24.3%
CUMBERLAND	UPPER DEERFIELD TWP	CHARLES F. SEABROOK SCHOOL	11-5300-050 PK-03		52.0%	8.1%	12.8%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS7	13-0250-070 PK-05		51.7%	7.1%	12.2%
GLOUCESTER	DEPTFORD TWP	LAKE TRACT ELEMENTARY SCHOOL	15-1100-105 02-06		40.5%	0.0%	12.0%
GLOUCESTER	GLASSBORO	THOMAS E. BOWE SCHOOL	15-1730-090 04-06		52.4%	3.0%	19.9%
HUDSON	HOBOKEN CITY	WALLACE ELEMENTARY SCHOOL	17-2210-070 PK-06		39.8%	2.0%	11.1%
MIDDLESEX	EDISON TWP	LINDENEAU ELEMENTARY SCHOOL	23-1290-103 KG-05		44.3%	0.0%	14.8%
MIDDLESEX	WOODBRIIDGE TWP	LAFAYETTE ESTATES ELEMENTARY SCHOOL	23-5850-200 KG-05		40.1%	5.4%	3.4%
MONMOUTH	MIDDLETOWN TWP	OCEAN AVENUE ELEMENTARY SCHOOL	25-3160-080 KG-05		42.8%	2.1%	13.7%
MONMOUTH	NEPTUNE TWP	SUMMERFILED ELEMENTARY SCHOOL	25-3510-100 PK-05		44.4%	0.0%	16.3%
MORRIS	WHARTON BORO	MARIE V. DUFFY ELEMENTARY SCHOOL	27-5770-040 PK-05		51.4%	5.6%	14.3%
OCEAN	LITTLE EGG HARBOR TWP	FROG POND ELEMENTARY SCHOOL	29-2690-030 KG-06		53.1%	2.1%	23.4%
OCEAN	TOMS RIVER REGIONAL	WALNUT STREET ELEMENTARY SCHOOL	29-5190-107 KG-05		48.8%	4.8%	13.9%
SOMERSET	FRANKLIN TWP	SAMPSON G. SMITH SCHOOL	35-1610-150 05-06		52.0%	3.8%	17.7%
UNION	RAHWAY CITY	MADISON ELEMENTARY	39-4290-110 PK-06		47.6%	8.1%	9.7%
UNION	UNION TWP	FRANKLIN ELEMENTARY	39-5290-100 PK-04		38.7%	5.2%	5.6%
UNION	UNION TWP	JEFFERSON	39-5290-085 05		31.1%	1.9%	0.0%